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ABSTRACT

The guided design (GD) approach is an instructional strategy that gears instruction specifically to the learner's long- and short-term objectives and has potential for foreign language instruction. It is based on Bloom's taxonomy of educational objectives and has two goals: to teach the materials corresponding to the objectives, and to develop the skills necessary to make effective decisions for practical application of the theory to be learned. GD's structural emphasis is on monitored decision-making procedures. Its application in second language instruction, in a Purdue University pilot study in French 203, confirmed that GD is a viable approach to take with college students between the novice-high and intermediate-low proficiency levels. Application at a lower level could present problems due to students' lack of lexical, syntactic, and phonetic knowledge, but a simplified variation could be designed for this group. The organization of a GD language and/or conversation course could include either partial or exclusive application of the approach. (MSE)

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GUIDED DESIGN IN FOREIGN LANGUAGE EDUCATION: ITS POTENTIAL AS A VIABLE MODEL, METHOD, AND CONVERSATION STRATEGY

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INTRODUCTION

In the essay entitled "Language Teaching and the Quest for the Holy Grail," Higgs affirms that the motivation of the foreign language instructor springs from two fundamental convictions: 1) the study of a new language and culture will interest and, ideally, excite the student; 2) the application of the appropriate teaching methodology will aid in generating and maintaining student interest.[1] Discovering just which methodology to implement when faced with the current array is quite a time-consuming task for the conscientious teacher who wants to examine each and every one in detail. A synthesis of a methodology list constructed by Schumann and one created by Higgs yields the following set of ten methods: grammar-translation; audio-lingual; cognitive-code; individualized; Terrell's Natural approach; Gattegno's Silent Way; Lozanov's Sugges to pedia; Asher's Total Physical Response; Curran's Counseling-Learning; Bialystok's Input Hypothesis.[2] The first two methods are commonly rejected as feasible options for use in today's foreign language classroom.

An in-depth knowledge of the methods above will either lead to the exclusive choice of one or to the eclectic alternative proposed by Higgs in his "Grail" article.[3] Failure in Foreign Language Education, he insists, results from the unconditional application of just one model and corresponding method to all students at all moments of the learning process. Success will come with the establishment of proficiency as the principal pedagogical

goal and the choice of a model and method specifically geared to the level of instruction and to the learner's short and long-term aims. Higgs declares that the proficiency thrust "encourages us to appreciate that many different kinds of skills are needed to master another language, and to select from a variety of approaches the one best suited to our students' immediate and long-range needs."[4]

If, in fact, eclectism is the most viable approach for today's foreign language instructor, the arrival of a new model and method on the pedagogical scene should be embraced, albeit with necessary skepticism. This paper will examine Guided Design (GD), an innovative instructional strategy with potential for foreign language education. A complete explanation of the GD model and method will precede the description of a pilot study conducted at Purdue University that attempted GD application in a FR. 203 course.

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GUIDED DESIGN: THE LEARNING MODEL

Theory

Recent statements by Secretary of Education, Bell, confirm what observant instructors have incessantly decried for a decade: mediocrity permeates the core of American education.[5] The findings of the eighteen-member commission appointed by Bell reveal a 13% illiteracy rate for all seventeen-year olds and a 40% one for minority youth, a disconcerting drop in SAT scores, and a lack of curriculum continuity. Within higher education, incoming freshmen more often than not display inadequate verbal and mathematical skills. The standard courses of the first two university years include mass quantities of introductory material awaiting dutiful memorization and subsequent regurgitation in simplistic exercises and mechanical exams that stress sheer recall, not creativity.[6] This sort of instructional approach solely foments the development of the lower cognitive skills within Bloom's hierarchy of educational goals--Knowledge, Comprehension, Application.[7] Presumably, upper-division curricula (third and fourth years) arouse and encourage the growth of the advanced intellectual abilities--Analysis, Synthesis, Evaluation. However, despite good intentions by professors to achieve that aim, juniors and seniors frequently encounter teaching formats and evaluation systems akin to those typical of the lower academic levels.

An awareness of these problems would lead the concerned instructor to search for remedies, i.e., pedagogical strategies

designed to stimulate to the maximum the entire gamut of cognitive faculties. Guided Design (GD) is one such instructional model. Successfully implemented in numerous university disciplines throughout the United States since its creation in 1969 by Wales (West Virginia University) and Stager (the University of Windsor, Ontario), Guided Design had never fused with foreign language education (excepting in strictly foreign culture courses) before the pilot study performed at Purdue University in 1983. Furthermore, until 1981 GD had been applied exclusively in higher education and industry. In that year, research conducted with seventh graders produced results in favor of GD implementation at this level.[8]

The theoretical basis of Guided Design lies in Bloom's cognitive taxonomy of educational objectives. Bloom devised it in an effort to improve scholarly communication. Its use as a point of reference does facilitate academic discussion on topics such as curricular development and testing. Bloom envisions it as a ladder of intellectual skills in which each subsequent step depends on the previous one. This structure includes six intellectual abilities in ascending order of difficulty that the learner must master: Knowledge; Comprehension; Application; Analysis; Synthesis; Evaluation. The categories and their corresponding subdivisions follow:

1. Knowledge: The recall of specifics and universals, the recall of methods and processes, or the recall of the patterns, structure, or setting.
   a. knowledge of specifics
   b. knowledge of the ways and means of dealing with specifics
   c. knowledge of the universals and abstractions in a field

2. Comprehension: The lowest level of understanding.
   a. translation
   b. interpretation
   c. extrapolation

3. Application: The use of abstractions in particular and concrete situations.

4. Analysis: The breakdown of a communication to its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas expressed are made explicit.
   a. analysis of elements
   b. analysis of relationships
   c. analysis of organizational principles

5. Synthesis: The putting together of elements and parts so as to form a whole.
   a. production of a unique communication
   b. production of a plan, or proposed set of operations
   c. derivation of a set of abstract relations

6. Evaluation: Judgments about the value of material and methods for given purposes.
   a. judgments in terms of internal evidence
   b. judgments in terms of external criteria.[9]

Employing this classification system as a touchstone and professing a humanistic educational philosophy, Wales and Stager invented their eleven-step approach to decision-making. The principal motive for their efforts sprung from a sincere commitment to maximizing through practice the development of the six intellectual skills specified in Bloom's hierarchy.

Guided Design is a cohesive pedagogical approach that proposes two goals: teach the corresponding materials; develop the skills necessary to make effective decisions related to the practical application of the theory to be learned. The structural emphasis of Guided Design, therefore, is on monitored decision-making procedures. The principles below constitute its conceptual basis. First, the learner who actively manipulates the material for study via stimulating problems on a simple to complex continuum will better employ his or her cognitive faculties. As Wales and Stager state: "...Guided Design brings knowledge alive as a tool of an active mind seeking ordinary solutions to complex problems."[10] Second, education implies the mastery of a given subject in addition to the utilization of both theoretical and practical aspects of the material at hand. Thus, one could synthetically describe the learning process in the following way:

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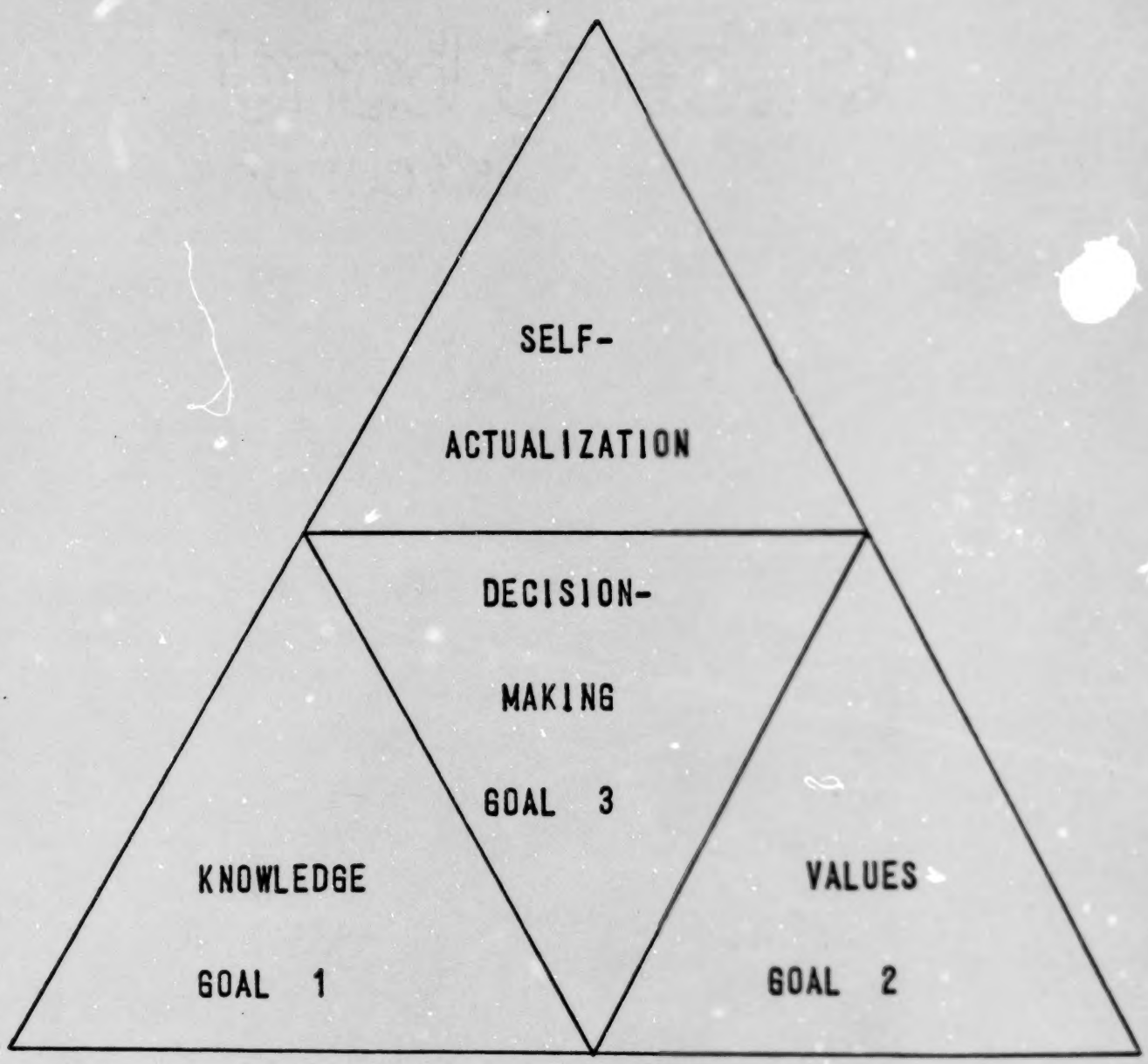

Figure 1

(Source: Charles Wales and Roger A. Stager. Guided Design. Morgantown, West Virginia: West Virginia University. 1977. 35.)

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"[A] Carl Rogers defined it, education for the whole person; memorization, yes, but application, too, through both single-answer and open-ended problems. To know if what has been learned is of value, the students must have not only some concept of a standard by which to judge, but experience in making judgments."[11] Thus, Guided Design reflects the humanistic trend in education that supports a non-Cartesian holistic approach in which the instructor must consider both the cognitive and the affective domains of the student.[12]

Regarding a synthesis of Guided Design and foreign language education, the Purdue pilot study alluded to in the introduction proves that the model is functional and at least equal, in terms of effect, to the conventional cognitive-code approach presently in practice at Purdue University. Refer to the section of this report entitled "GUIDED DESIGN: THE MODEL AND THE METHODOLOGY APPLIED TO FOREIGN LANGUAGE EDUCATION" for detailed information about the pilot study which compared the two pedagogical strategies and their influence on academic achievement.

The Model: A Graphic Display

In a sample Guided Design exercise that required students to define the goals of a college education, Wales and Stager provided a visual representation of the theoretical model (Figure 1). The Self-Actualization Triangle at the top defines the ultimate desire of the individual according to Maslow's celebrated hierarchy of

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human needs. Wales and Stager consider that optimal self-actualization results from a sound ability to make decisions. The basis of this capacity, described in the model as Goal Three, lies in the balanced interplay of Knowledge and Values, Goal 1 and Goal 2, respectively.

The pictorial design stresses the humanistic bent of Guided Design. In order to make appropriate decisions in real-life circumstances, the individual should permit both his or her cognitive and affective domains to influence thinking. A psychological balance between the intellectual and emotional elements within the person will thus lead to rational yet humane decisions.

GUIDED DESIGN: THE METHODOLOGY

The Twelve-Step Approach to Decision-Making

The Guided Design (GD) process involves a systematic progression through a series of eleven tasks with corresponding exercises. As GD purports to stimulate the higher intellectual abilities via decision-making activity, each and every step obliges the participant to exercise analytical reasoning. The specific acts are as follow:

Gather information *

1. Identify the problem.
2. State the basic objective or goal.
3. State the constraints, assumptions and facts.

*an activity basic to each of the steps

4. Generate possible solutions.
5. Choose the best solution.
6. Analyze.
7. Synthesize.
8. Evaluate the solution.
9. Report the results and make recommendations.
10. Implement the decision.
11. Check the results.[13]

According to Wales and Stager, this procedure encourages students to"develop their ability to learn on their own, think logically, gather the information they need to make intelligent decisions, make value judgements, communicate their ideas to others, and work as part of a team."[14]

GD: Classroom Implementation[15]

The following specific tasks constitute the core of the application procedure for GD:

1. The teacher chooses an appropriate problem based on the material to be learned and designs "Instruction" and "Response" sheets that correspond to each of the twelve steps in the decision-making process. For example, Instruction "A" will be a question both related to the information in the textbook and rooted in the first activity of the GD methodology format--gather information. Thus, one probable generic question might be: What are the variables

involved in the problem?

2. The instructor distributes the first "Instruction" sheet to the class that has been divided into groups of four to six students. The learners tackle the "Instruction" as a group.
3. Once the group has composed its own response, the teacher reviews it and distributes the corresponding "Response" sheet. The group scrutinizes it. One probable "response" to the generic question given as an example in number one above might be:
   1. Variable #1;
   2. Variable #2;
   3. Variable #3; etc.
4. The instructor then distributes the following "Instruction". And so on.

For an example of the process as it functions in the foreign language classroom, refer to the appendix with the instructions and responses corresponding to the GD project in the FR. 203 pilot study.

GUIDED DESIGN: THE MODEL AND THE METHODOLOGY APPLIED TO FOREIGN LANGUAGE EDUCATION

Preliminary Projects

In order to determine whether or not Guided Design could operate in the foreign language classroom with students at the Novice-Mid and higher levels of the ACTFL Provisional Proficiency Guidelines, a project of a non-empirical nature was conducted for one class period (50 minutes) in Fr. 102 and for seven class periods in SPA. 204. Due to space limitations, the details of these projects cannot be provided here.[16] Both exercises produced process evaluation statements: in the first case, GD proved functional in the second-semester foreign language classroom with college students between the Novice-Mid and Novice-High levels; in the second case, GD proved operative in the fourth semester foreign language classroom with college students at the Intermediate-Low level. Once GD operativity was established, a statistically - controlled pilot study was performed in the FR. 203 course that ultimately yielded a process and a product evaluation statement.

The FR. 203 Pilot Study: Description of the Method

French 203 is a third-semester course with students between the Novice-High and Intermediate-Low levels of the proficiency scale mentioned earlier. The course presents a review of the

wealth of grammar presumably learned in French 101 and 102, emphasizing syntactic practice and comprehension of reading selections. The class covered one chapter of the text by Yvonne Lénard, Élan (New York: Holt, Rinehart & Winston, 1980), per week.

In order to conduct the pilot study, the appropriate design, experiment, and analysis were devised according to the outline created by Hicks.[17] The investigation format involved an experimental and a control group, each composed of eighteen students. Both groups were homogenous in nature as all the students had undergone one of two types of placement procedures: direct, by passing a specific test; indirect by attaining a C or better in a course at the preceding level. The project began shortly after the start of the semester (the third week) so as to minimize statistical error due to confounding factors. Thus, the first exam, administered after two weeks of class, constituted the appropriate covariable. The hypothesis to be tested, i.e., the alternative hypothesis H_1, stated that the two teaching strategies--GD and cognitive-code--would reveal significant mean differences. The null hypothesis H_0 affirmed the opposite. Expressed in statistical terms:

$$H_0 : u_{(experimental)} = u_{(control)}$$

$$H_1 : u_{(experimental)} \neq u_{(control)}$$

The experimental group utilized GD for three weeks; the control group, the cognitive-code approach.[18] The students from both classes took the same exam at the end of the pilot study.

The text group also provided attitudinal data on the two methodologies via responses on an evaluative survey distributed at two critical moments within the design format of the project: at the end of the initial two-week period, i.e., after exposure to the cognitive-code strategy; at the conclusion of the three-week exercise, i.e., after contact with GD.

Regarding the actual application of GD in the classroom, the first day included an introduction and a description of what Wales and Stager define as the "problem", i.e., the perplexing task that the groups must accomplish via the eleven-step decision-making process.[19] The participants were to imagine themselves members of a futuristic French 203 course at University XPB2354 in the year 2010. The pedagogical philosophy popular at that time is "Creativity for creativity's sake". The traditional role of a college student during that decade specifies the following activities:

1. a student takes the initiative in the classroom;
2. students teach one another;
3. a class breaks up into groups, divides the information from the class text, and teaches it to the entire class by means of an oral presentation;
4. a student aspires to utilize his or her imaginative talents to the maximum;
5. a student consults the instructor if he or she has difficulties understanding the information in the text and/ or

if he or she needs resource materials for the class report.

Thus, four groups set out to study specific sections of the text and to prepare them for later oral presentation to the class as a whole in the form of lessons according to the following subject divisions: group 1--grammar for the first chapter; group 2--grammar for the second chapter; group 3--dialogues for both chapters; and group 4--selected readings for both chapters. The students then progressed through the eleven-step format using the appropriate "Instruction" and "Response" sheets corresponding to each of the steps. Consult the appendix for the instructions and responses in French relating to this specific project.

At the end of the GD segment, each group presented oral reports as a synthetic finale. Before giving the public delivery, each member of each group had reviewed his or her text with the instructor and collected all the necessary audio-visual apparati and instructional aids. The presentations included the full gamut of media equipment and educational devices--slide-projector, slides, tapes, overhead projector, posters, cartoon strips, reference books, theater props, handouts, transparencies, etc. . All the reports required active class participation in a variety of exercises such as spelling bees, fill-in-the-blank, question/answer, and crossword puzzles on the overhead projector. Thus, the complete ensemble of group presentations familiarized the entire class with the new material. With this cognitive scaffolding as a basis,

the students had only to do more detailed study, i.e., review, on their own in order to prepare for the exam.

Results

The data sources number four. The first category presents the statistical comparison of the cognitive-code approach with GD through the analysis of variance of the scores on one exam (exam 2) administered to both the experimental and the control groups after treatment, i.e., GD application. Prior to the treatment, an exam (exam 1) was given to the both groups two weeks after the start of the semester. Thus, exam 1 constitutes the covariable that is used in order to adjust for possible higher scores in exam 2 due to factors other than those directly connected to the pedagogical strategy.

The null hypothesis for this project states that the two teaching methodologies do not reveal significant mean differences, i.e., H_o: $u_{(experimental)} = u_{(control)}$. A comparison of the lines that describe the linear relationship between exam 1 and exam 2 for the control and the experimental group, respectively, shows minimal geometric difference (Table I). Thus, the difference between the scores from the two groups on exam 2 with exam 1 as the covariable is not significant. The final results of the study of the covariance reveal a p value of .274 (Table II). A p value of .05 or less would indicate significance; therefore, the null hypothesis H_o is not rejected.

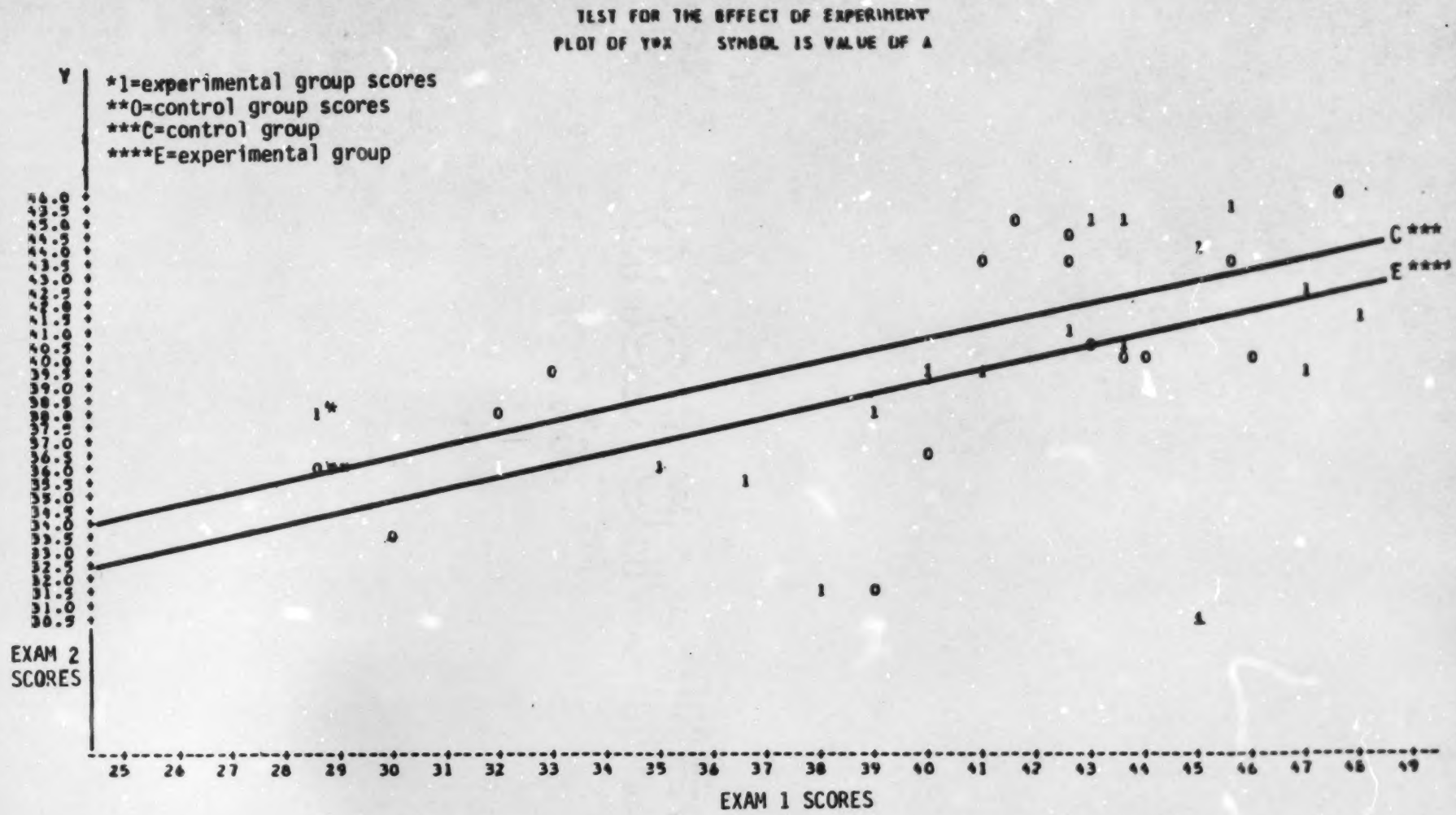

TABLE I

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TEST FOR THE EFFECT OF EXPERIMENT
GENERAL LINEAR MODELS PROCEDURE

DEPENDENT VARIABLE: Y

SOURCE	DF	SUM OF SQUARES	MEAN SQUARE	F VALUE	PR > F	R-SQUARE	C.V.
MODEL	2	179.02454655	89.51227327	6.95	0.0030	0.296279	8.9709
ERROR	33	425.21850901	12.88540936		ROOT MSE		Y MEAN
CORRECTED TOTAL	35	604.24305556			3.58962324		40.01388889

SOURCE	DF	TYPE I SS	F VALUE	PR > F	DF	TYPE III SS	F VALUE	PR > F
A	1	5.06250000	0.39	0.5351	1	15.91290964	1.23	0.2745
X	1	173.96204655	13.50	0.0008	1	173.96204655	13.50	0.0008

PARAMETER	ESTIMATE	T FOR HO: PARAMETER=0	PR > |T|	STD ERROR OF ESTIMATE
INTERCEPT	23.19444968	4.88	0.0001	4.75548391
A	-1.34168752	-1.11	0.2745	1.20732916
X	0.42601501	3.67	0.0008	0.11594359

TABLE II

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The second and third data sources concern the results of an attitudinal survey administered to the students in the experimental group at two different points in the term. As stated earlier, the first was distributed at the start of the semester, two weeks after contact with the cognitive-code approach; the second, five weeks into the semester, after three weeks of contact with GD. In the questionnaire, students were asked to evaluate the teaching methodology used up through that point. Table III lists the responses in percentages. Summarized, the data reveals the following tendencies:

1. A higher percentage of students--with varying degrees of difference--stated that the conventional strategy more greatly developed the four language skills than did the GD technique.
2. A higher percentage of students declared that the course material as presented in the textbook via the conventional strategy more greatly maintained their interest than when explained via GD.
3. A higher percentage of students affirmed that the course material as presented in class via the conventional strategy more greatly maintained their interest than when discussed via GD.
4. A higher percentage of students believed that the GD evaluation system was a fairer one than that of the conventional strategy.
5. A slightly higher percentage of students felt that the

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GUIDED DESIGN ATTITUDINAL QUESTIONNAIRE

			A*	B	C	D	E
1.	I feel that the course strategy successfully develops my speaking ability in French.	cognitive-code(C)	19**	75	6	0	0
		Guided Design(GD)	12	53	12	18	6
2.	I feel that the course strategy successfully develops my listening comprehension in French.	(C)	25	69	6	0	0
		(GD)	18	41	29	6	6
3.	I feel that the course strategy successfully develops my reading ability in French.	(C)	19	38	38	6	0
		(GD)	6	24	41	24	6
4.	I feel that the course strategy successfully develops my writing ability in French.	(C)	19	19	50	13	0
		(GD)	12	18	35	29	6
5.	The course material as presented in the textbook maintains my interest.	(C)	6	25	31	31	6
		(GD)	0	18	59	18	6

*A=strongly agree; B=agree; C=undecided; D=disagree; E=strongly disagree

**Data in these tables are reported in percents, rounded to the nearest tenth. Percentages may not add up to 100 due to instances of no response. Percentages may exceed 100 due to the rounding process.

TABLE III-A

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		A	B	C	D	E
6. The course material as presented in class maintains my interest.	(C)	19	75	6	0	0
	(GD)	18	53	6	24	0
7. The evaluation system (based on participation, quizzes, exams, etc) with the corresponding grading scale is fair.	(C)	25	25	25	25	0
	(GD)	24	41	29	6	0
8. This course motivates me to improve my foreign language skills.	(C)	19	44	38	0	0
	(GD)	12	41	29	12	6
9. This course motivates to do further foreign language study.	(C)	13	19	44	25	0
	(GD)	0	29	41	24	6

TABLE III-B

conventional strategy more greatly motivated them to improve their foreign language skills than did GD.

6. A very small percentage difference occurred in favor of the conventional strategy when students decided to what degree the teaching strategy motivated them to do further language study.

The difficult role-change from passive, receptive learner to active, dynamic learner could explain the overall negative results for GD. It is important to note here that although students did not like working with GD, they did prefer being evaluated according to a GD format. It might thus be deduced that students' dislike of GD lay in the role switch that required dynamic participation and incessant critical thinking by students unaccostumed to doing so in the traditional college foreign language course. As more effort was involved, i.e., harder work, the learners' initial reaction was negative. Also, a reverse Hawthorne Effect might have provoked student rejection based solely on aversion to or fear of the new and different. The anxiety that the new approach produced in the learners made it undesirable to them.

Wales has often encountered suspicion, even aversion to GD implementation when dealing with college juniors and seniors in the engineering field.[20] At the onset, students exhibit "ill will" in the GD course as it differs radically from all the other courses that they have had in three or four years of college education. Under the impression that they have somewhat mastered the techniques

needed to be successful in a college course, they are now confronted with a totally new approach. The same rules no longer apply. However, the initial rejection becomes acceptance once they become involved in the decision-making activities.[21] Only strictly controlled research utilizing GD from the first through the last day of a foreign language course will permit a viable statement on students' attitudes.

The fourth data source deals with the group and individual self-evaluations that the eighteen members of the experimental class submitted regarding their performance in the group presentations. All the students wrote the grounds for their assessments in French. The group results follow:

1. Group 1 (Grammar): A- or B+
2. Group 2 (Grammar): A-
3. Group 3 (Dialogues): A-
4. Group 4 (Selected Readings): A-

The grade distribution relating to self-evaluation of individual performance yields the information below:

1. A 2
2. A- 6
3. B+ 3
4. B 4
5. B- 2
6. C 1 *

*The distribution totals seventeen due to one absence.

The majority of reasons given by students in support of the rather high group and individual grades centered on the great amount of time that they had invested outside of class in the organization and production of the presentations. In most cases, the self-evaluated grades coincided with those given by the instructor; therefore, students as a whole received the grades that they themselves had stipulated. A perfect score totaled ten, a maximum of five points awarded for individual performance and five points for group achievement. Students in the control class during the three-week pilot study were given a maximum of ten points upon completion of ten homework assignments. Thus, both classes had access to the same number of course points during the same time span.

Conclusions

The pilot study revealed the following process evaluation statement: GD is operative in the third-semester foreign language classroom with college students between the Novice-High and Intermediate-Low levels of The ACTFL Provisional Proficiency Guidelines. The project provided the following product evaluation statement: there is no significant mean difference between the GD pedagogical method and the cognitive-code approach. However, these findings are not definitive given time limitations. Future long-range and statistically rigorous research will provide a complete and decisive assessment.

CONCLUSION

The French 102 and Spanish 204 projects yielded subjective, non-empirical process evaluation statements rooted in the detailed observation of the operativity of GD in the foreign language classroom with college students between the Novice-Mid/Novice-High and the Intermediate-Low levels, respectively, of the ACTFL Provisional Proficiency Guidelines. As stated earlier the French 102 and Spanish 204 projects were conceived and conducted solely with the goal of determining if GD could function in the foreign language classroom with students at the aforementioned levels. After resolving that GD was functional in this context, a statistically-controlled pilot study lasting three weeks was organized.

The French 203 pilot study produced both a process and a product evaluation statement based on four data sources. The process assessment confirms that GD is operative with college students between the Novice-High and Intermediate-Low levels of the Guide Lines. The product assessment based on the analysis of variance of the scores on one exam administered to both a control and an experimental group after the treatment, i.e., GD application, showed that the cognitive-code approach and GD do not reveal significant mean differences. In statistical terms, H_o: $u_{(experimental)} = u_{(control)}$. Nevertheless, as already affirmed, the results of the pilot study are not definitive due to time limitations. Future statistically rigorous research spanning an entire semester will yield a conclusive statement.

Regarding the plausibility of GD integration in a foreign language course, Wales states: "Including Guided Design in a language course is not easy because you are teaching such basic ideas."[22] Indeed, its application in the first semester language and/or conversation course with students at the Novice-Low level could present problems, though not unsurmountable ones, due to students' lack of lexical, syntactic, and phonetic knowledge. Nevertheless, a simplified variation of the basic GD format could be devised for the Novice-Low learner. Regarding possible application of GD in the K-12 system, the study mentioned earlier involving seventh graders in a specially created GD class yielded significant results in favor of GD.[23] Until, further research in the K-12 public school system is done, no conclusive declaration on GD implementation with pupils at this level can be made.[24]

Concerning GD application in the foreign language and/or conversation course with college students between the Novice-Mid/Novice-High and the Intermediate-Low levels, the descriptions of the projects mentioned in this paper suggest that GD is a viable methodology for the university foreign language classroom. The results of the pilot study show that GD is unquestionably operative in the third semester course (French 203); therefore, it should also function successfully in higher level courses.

The organization of a GD language and/or conversation course (four, 50 minute sessions per week) could include either partial

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or exclusive application. Possible curricular formats based on the results of the pilot study follow:

1. Partial: Appropriate for the university student between the Novice-High/Intermediate-Low through the Superior level.
   a. Plan 1 - A twenty-five minute integration of GD within the fifty-minute class period; thus, the instructor could dedicate one half of the lesson to theory, i.e., grammar study, and one half to the creative practice of the learned concepts via GD;
   b. Plan 2 - A one-day per week immersion in GD which would involve the completion of one or two of the eleven steps in the GD process.
2. Exclusive: Appropriate for the university student at the Novice-High/Intermediate-Low through the Superior level.
   a. Plan 1--GD implementation in the standard foreign language course;
   b. Plan 2--GD implementation in the foreign language conversation course.

No definitive statement regarding GD application in the foreign language classroom exists at this time; nevertheless, the results of the French 203 pilot study indicate that the matter merits further study. The monitored decision-making activity in groups that is the practical core of GD not only aids in developing the learner's entire gamut of intellectual abilities, it also affords

him or her the opportunity to practice the four basic skills of reading, writing, speaking, and listening in the target language. Thus, research should prove that GD is a viable model, method, and conversational strategy for foreign language study. Not a panacea for the methodological ills afflicting foreign language education, Guided Design could then be considered another innovative instructional approach that the eclectically-minded instructor would view as an alternative method appropriate for students in a language or conversation course at the university level. Higgs insists that the "Holy Grail", i.e., the ideal methodology suitable for all students at all levels, does not exist.[25] Thus, the foreign language teacher might do well to declare proficiency as his or her ultimate goal and to heed Higgs' proposal to adopt a particular model and accompanying method or instructional "focus" based on the students' needs and level.[26] Guided Design just might be the method that best suits the students in a future course!

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NOTES

1. Theodore V. Higgs. "Language Teaching and the Quest for the Holy Grail," 1 in Theodore V. Higgs, ed., Teaching for Proficiency, the Organizing Principle. Lincolnwood, Illinois: National Textbook Company, 1984. All further references will read Higgs. "Language Teaching," page number.
2. Consult each of the following references, respectively: J. H. Schumann. "The Acculturation Model for Second Language Acquisition," 47 in Rosario C. Gingras, ed., Second Language and Foreign Language Teaching. Arlington, Virginia: Center for Applied Linguistics, 1978; Higgs. "Language Teaching," 2-4.
3. Higgs. "Language Teaching," 4-8.
4. ---"Language Teaching," 8.
5. Consult A Nation at Risk: The Imperative for Educational Reform. Report #065-00-00177. Washington, D.C.: Government Printing Office, 1983.
6. Dr. Sam Postelwait, creator of the Audio-Tutorial Method within the rubric of individualized instruction, described this lamentable situation in a speech given during the Presidents' Forum session at the 1984 Conference of the International Society for Individualized Instruction, 17-20 October, College Park, GA.
7. Benjamin S. Bloom, et al. A Taxonomy of Educational Goals. Handbook I: Cognitive Domain. New York, New York: David McKay

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Inc., 1956, 18. All subsequent citations will read: Bloom, et al. A Taxonomy, page number.

8. Consult "Therapeutic Guided Design Used with Adolescents". A thesis submitted in fulfillment of a M.A. in Educational Psychology at West Virginia University. Morgantown, West Virginia, 1981.
9. Bloom, et al. A Taxonomy, 186-193.
10. Charles Wales and Roger A. Stager. Guided Design. Morgantown, West Virginia University, 1977, 2. All further references to this text will read: Wales and Stager, Guided Design, page number. This note, lacking the name of the publisher, refers to an early soft-cover edition of the text. For a more current edition, use The Guided Design Approach. Englewood Cliffs, New Jersey: Educational Technology Publications, Inc., 1978. Also consult the latest publication by Charles Wales and Anne Nardi, Successful Decision-Making. Morgantown, West Virginia: Center for Guided Design, 1984.
11. Wales and Stager. Guided Design, 10. All subsequent parentheses within the text of a quotation will indicate interpolation by the writer of the present paper.
12. For an interesting expose of the humanistic argument, read Gertrude Moskowitz's text Caring and Sharing in the Foreign Language Class. Rowley, Massachusetts: Newbury House Publishers, Inc., 1978. Also consult Charles Curran's Counseling-Learning: A Whole Person Model for Education. Apple River,

Illinois: Apple River Press, 1972.

13. Wales and Stager. Guided Design, 2.

14. Wales and Stager. Guided Design, 16. For exercises rooted in the problem-solving activity that is characteristic of the twelve-step decision-making process within Guided Design, review the text by A. Garfinkel and G. La Torre, Trabajo y Vida. Rowley, Massachusetts: Newbury House, Inc., 1983. Also consider the three-volume set by Wm. Flint-Smith, Noticiaro. Sight Reading in Spanish. Rowley, Massachusetts: Newbury House Publishers, Inc., 1981 for the beginning, intermediate, and advanced student. It will soon appear in French as Bulletin and in German as Informazionen.

15. Mastering the GD procedure before classroom application requires a thorough reading of Guided Design.

16. For more specific information on the preliminary projects in the FR. 102 and SPA. 204 courses, contact the writer of the present paper.

17. Charles Hicks, Fundamental Concepts in the Design of Experiments (New York, New York: CBS College Publishing, 1982), 2-6. A thorough reading and understanding of the entire text is needed in order to accurately apply the outline devised by Hicks on p.6. A statistical consultant from the Department of Statistics, Tsai, approved the experimental format and evaluation tools before the start of the pilot study. Upon completion of the project, Tsai supervised the analysis of the results.

Sukhoon Lee, a statistical consultant at Ohio State University, also collaborated on this project.

18. The cognitive-code method has been equated to the grammar translation method by Terrell in "A Natural Approach to Second Language Acquisition and Learning," MLJ 61(1977): 325. Nevertheless, Higgs' summative "Grail" article (Higgs, "Language Teaching," 2,4) chronologically differentiates the two methods in terms of audiolingualism: grammar-translation preceded the craze; cognitive-code followed it.
19. Wales and Stager. Guided Design, 1.
20. Wales referred to this reaction in the Guided Design Workshop at Purdue University, 15-16 February 1984.
21. Wales has witnessed this attitudinal reversal throughout years of experience in GD application at the college level. Wales made this comment in the Guided Design Workshop held at Purdue University, 15-16 February 1984.
22. Charles Wales, in a letter to Christine M. Campbell on 8 February 1982.
23. See note 8 above.
24. Wales created a GD project on environmental science for eleventh-graders in the Morgantown school district in the spring of 1984. Wales and Nardi are scheduled to give a GD workshop for an audience composed of K-12 teachers in Pennsylvania in January 1985. Eventually, controlled research on GD implementation in the K-12 levels will be conducted which will ultimately provide

decisive product evaluation statements.

25. Higgs. "Language Teaching," 1-9.

26. Higgs. "Language Teaching," 1,8.

APPENDIX

The respective "Setting", "Instruction A," "Response A," through "Instruction K" for the FR. 203 project follow:

1) Situation: Vous êtes des édudiants de XPB2354 qui suivent un cour de français. Il vous faut présenter l'information de la partie du Progrès (i.e., Léçon) 3 intitulée "Explications" (i.e., Grammaire). Vous avez quatre jours pour préparer le texte et un jour pour le présenter à la classe entière en forme de résumé. Il n'est pas nécessaire de réecrire l'information; cependant, essayez de ne pas la copier. Surtout, il faut la présenter d'une manier intéressante. Soyez créateurs! Utilisez des techniques audio-visuelles, e.g., des diapositives, des éléments dramatiques, etc. .
2) Instruction A--Identifier le problème
   Exactement, quel est le problème?
3) Réponse A--
   Il faut présenter l'information spécifiée d'une manière créatrice.
4) Instruction B--
   Déclarer le but du travail en groupe.

5) Réponse B--
Présenter l'information spécifiée d'une manière dynamique et innovatrice.

6) Instruction C--Information nécessaire
Faire une liste des livres ou matériaux nécessaires pour préparer l'information en question. Par exemple, un livre de l'histoire d'art pour la partie du Progrès 3 intitulée "En français dans le texte," des transparences pour "Explications," etc. . .

7) Réponse C--
Le groupe a décidé que l'information ou matériaux suivants sont nécessaires:
   a) Les suggestions du professeur au sujet de l'organisation de la présentation, les techniques appropriées à employer, etc.;
   b) Pour le Progrès 3: un livre de l'histoire d'art, des diapositives, etc.;
   c) Pour le Progrès 4: des déguisements, e.g., un chapeau "10 gallon."

8) Instruction D-- Spécifier les solutions possibles. Le professeur a demandé aux étudiants de faire les études suivantes:
   a) trouver l'information et les matériaux spécifiés dans "Réponse C";
   b) écrire une liste de solutions (i.e., des manières

de présenter l'information du Progrès en question)
possibles au problème.

9) Réponse D--

Le groupe a écrit la liste suivante:

a) Horaire du groupe

i) Jour #1, #2, et #3: préparer la présentation

ii) Jour #4: pratiquer la présentation entière

b) Présentation Possible

i) une conférence de 15 minutes sur l'information _____ du Progrès _____

ii) des exercices oraux--15 minutes

iii) des exercices écrits en classe--10 minutes

iv) conversation sur un thème suggeré par le groupe--10 minutes

c) Présentation Possible

i) présentation théâtrale sur l'information _____du Progrès ____--15 minutes

ii) des exercices oraux--15 minutes

iii) des exercices écrits en classe--10 minutes

iv) conversation sur un thème suggeré par le groupe--10 minutes

10) Instruction E--Spécifier les contraintes

Quels contraintes limiteront votre présentation?

11) Réponse E--

Le groupe a écrit la liste de contraintes suivante:

a) Difficulté de la matière;

b) Manque du temps suffisant;

c) Manque de motivation;

d) Manque de matériaux, etc. . .

12) Instruction F--Évaluer la meilleure solution
Étudier la liste au-dessus pour classer les solutions possibles selon leur practicabilité.
Par exemple:

a) La solution la plus pratique--Présentation Possible #1

b) Le deuxième choix--Présentation Possible #2

13) Réponse F--
Le groupe a choisi la Présentation Possible #1.
(voir "Reponse D")

14) Instruction G--Analiser les facteurs principaux de la meilleure solution
Faire une liste des facteurs principaux de la meilleure solution.
Formuler des questions fondées sur les facteurs.
Par exemple:

a) La meilleure solution--"Présentation Possible #2 --Facteur et Question--compréhension véritable de la matière du Progrès; Comprend-on bien toute l'information du Progrès?

15) Réponse G--

a) Compréhension véritable de la matière du Progrès; Comprend-on bien toute l'information du Progrès?

b) Matériaux; Peut-on obtenir tous les matériaux?

c) Organization du temps; A-t-on bien organisé le jour de présentation pour pouvoir tout expliquer en 50 minutes?

16) Instruction H--Syntétiser

a) Utiliser toute l'information déjà étudiée pour écrire votre présentation.

b) Maintenant, en classe, écrire une esquisse de la présentation.

c) Chez-vous, taper la présentation. Chaque membre du groupe pourra taper une partie spécifique. (voir "Instruction K")

17) Réponse H--

a) Voir "Réponse D" pour l'esquisse d'une présentation.

b) Pratiquer la présentation.

18) Instruction I--Évaluer la présentation

Comment allez-vous évaluer la qualité de votre présentation?

19) Réponse I--

a) Distribuer des fiches à la classe le jour de la présentation.

b) Demander aux étudiants d'évaluer la présentation avec un A+, A, A-, B+, B, B-, etc., jusqu'a F.

c) Ramasser les fiches et les classifier.

20) Instruction J--Formuler des suggestions

Formuler des suggestions pour les présentations futures.

21) Réponse J--

a) Utiliser toutes les techniques audio-visuelles possibles pour animer la classe.

b) Assurer une division égalitaire du travail.

c) Travailler efficacement en classe.

22) Instruction K--Écrire la présentation

a) Si vous n'avez pas organisé et tapé la présentation selon l'Instruction H, il faut le faire pour ensuite la rendre au professeur.

b) La réponse sera votre note.